

Influence on Career Preference of the Senior High School Graduating Students

Charlene Ann D. Regulacion

cadregulacion@one-bosco.org

Life Coach, Don Bosco College Inc., Calamba City 4027 Laguna, Philippines

Abstract

This study focused on the assessment of the relationship between the internal and external influences and the career preferences of the students. It aimed to find out the level of influence on the career preference of the one hundred sixty-five Grade 12 students of Don Bosco College and Mary Help of Christians College in choosing their college program.

Based on the statement of the problem, the gathered data of the results were the following: The level of internal factors on the student's career preference for individual perspective for family perspective was interpreted as High respectively, while peer perspective was interpreted as moderately high. The level of influence of external factors on the student's career preference for compensation, for technical requirements, and for educational requirements interpreted as High. Also, in terms of Career Pathway, the dominant pathway is Social, Enterprising and Conventional (SEC). The internal factors in terms of individual career perspectives as to realistic, investigative, enterprising, and conventional career preference were revealed a "strong and significant analysis" for realistic career preference, "moderate and significant analysis" for investigative and conventional career preference, and weak but significant analysis" for enterprising career preference. Likewise, for the external factors in terms of compensation as to enterprising career preference indicated a "moderate and significant analysis"

It is therefore concluded for the internal factors that individual perspective, family, and peer influence students' career choices significantly. While for the External Factors it is concluded that students continue to think about future benefits that they can use to help their families in the future. It is concluded that many of the student-respondents were into the Social, Enterprise, and Conventional (SEC) career pathway. Results showed a not significant relationship between the internal and external factors and career preferences; therefore, the hypothesis states that no significant relationship was sustained. This means that the students' career preferences are not dependent on the abovementioned factors. The school administrators may adopt the career test (The Holland Career Test, RIASEC) for graduating students as a career development program.

Keywords: RIASEC, Career Preference, Internal Factors, External factors, and Graduating students

1. Main Text

Introduction

Childhood days seemed to be happy, wonderful, and free. We skipped, ran, played all day long and spent most of our time with friends. Dreaming about your future career and imagining your steps in getting it is a beautiful way to be motivated in your career. This is where they explore and nurture their abilities, talents, interests, and passion. Their experiences in different activities and events help them to discover what they really like in their future, because choosing a career is one of the most important decisions a person will make in their life. It is about a lot more than just deciding what you'll do for a living. Parents enroll their children in school so that they can have a better future profession. It all began when they were younger when they were asked what they wanted to be when they grew up.

During our childhood, the most frequent career choices were to become a doctor, a firefighter, or a teacher. Thus, during the career day celebration, students were given the opportunity to dress up for their future careers. Students' educational background, experiences, and learnings that arise during their school years assist them in finding and deepening their interest in their chosen vocation as they get older. It enhances their talents, abilities, traits, skills and personalities that could help them in deciding their career. Adolescents struggle to decide what they want to accomplish with their lives.

There are a variety of issues that students today must consider while deciding on a career path. According to the UK careers fair, some of these are due to a lack of assistance. Choosing a vocation is often a vital milestone for children, especially if they do not receive adequate assistance from their parents, instructors, and counselors. Students may not get the opportunity to explore other options that match their strengths and interests if they do not receive sufficient guidance in school. Another issue that is common to some students is their financial condition. Certain college courses are expensive, depending on the sort of institution or college, financial capabilities in meeting the requirements of the course they want to take, and the family's financial ability to assist in providing the education to the child. The added challenge that some students face is the copycat decisions. Individuals commonly make mistakes about a field due to a lack of career counseling and comprehension, which can have an impact on their career choices. As a result, students enroll in a course because a friend or family member is taking it.

According to the Philippine Institute for Development Studies (PDIS), SHS graduates face difficulties integrating into the labor market, with 22 of 26 companies polled claiming that they lack adequate preparation for employment. Based on the study, 75.4 percent of SHS students interviewed from 18 schools plan to continue their education, 10% plan to work, 13.7 percent want to study while working, and 0.9 percent are still undecided.

On the other hand, as stated in the study of Lacy Tarectecan (2018), a sample of 50 Grade 12 high school graduating students revealed that 20 students, or 40%, were unsure about which course to take. It also itemized the influences that affect the decision-making of the students. 50% of the respondents said that one's wants and passion, financial capabilities, and environment are moderately important, 36% of the respondents said that a peer's career choice is moderately important, and parents' choice with 34% of respondents revealed that it is also moderately important.

According to Holland's theory, having to consider the environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles will play a big role in choosing your career. The interaction of personality and environment determines behavior. Because of the presenting problems, many students may have difficulties choosing their careers, which would affect the country's future economy and workforce.

The researcher discovered that students were undecided about their career paths. Some of them are unable to make a decision because they are considering various factors. Although they are somehow unfamiliar with the college programs, they still have an idea and a desire, but they are also considering their long-term strategy in the face of the pandemic. Some students are thinking about their academic records, family background, financial situation, opportunity, online education, and ability to complete the course. In terms of classes, they also assess the school and the platform.

The current generation has chosen a career that allows them to express their creativity, skills, and abilities. The researcher chose the topic to learn about the various factors that may influence students' decision-making. Also, now that they are in college, what are the possible career paths that they could take?

The present problem was crystallized based on the observation and interview of the researcher during the conference with the high school students in Don Bosco College.

Background of the Study

Career planning is important to help a person to be able to find and have the direction for their future. With the knowledge and skills, you need to know and how you will get your dream career and secure it is a long-term process. Planning your career has a lot of development during your younger years that can help a person to decide what career path or direction they would like to take to achieve their ambition in life. As the process goes by, the answers to their questions may be answered by exploring things during their high school life. In the global pandemic situation, many opportunities that may contribute to and help our students to decide their careers have been taken away from them. Nurturing themselves in school activities is a big help in discovering their talents, likes, and interests that will fit into their future careers.

Don Bosco College, Inc. is a private catholic basic and higher education school that is located at Brgy. Canlubang, Calamba City, Laguna. Don Bosco College, Inc., also referred to as DBC, is owned and run by the Salesians of the Society of St. John Bosco. In 2017, the Senior High School level was established in the said school. The mission of Don Bosco College is to form the young people to be good Christians, upright citizens and to be agents of social change under the teachings and charism of St. John Bosco, Father and Teacher of youth, their patron saint.

Hence, Mary Help of Christians College- Salesian Sisters, Inc. is owned and run by the Salesian Sisters called Figlie di Maria Ausiliatrice or the Daughters of Mary Help of Christians. The apostolic charity is the same as Don Bosco's, but the charism has a feminine dimension.

DBC and MHCC have the same formational framework, which is dedicated to St. John Bosco, the patron saint of youth. Adding to this, the generation today of students is very active and goal-driven. They are our digital natives who bore in the innovation of technology and social media. Information is easy to access and in just one click, it broadens their knowledge and they are proactive in learning. Bosconians and Batang Mary Help are known as very creative and very devoted in their works. They are known for doing ordinary things extraordinarily well, always willing to help other people in times of need which has a nice term "Servant-Leadership". They are used to activities and exposed to leadership training that forms their skills, values,

attitude, personality, and abilities in different aspects. Most of them discover their career path by doing exploring many activities and performance task that they love to do in school. 830

The researcher intended to know if the internal and external factors had an influence on choosing their career because they will be the future workforce of the county and their decision may affect the economy of the country.

Theoretical Framework

John Holland's Theory of Career Choice

This study is anchored on John Holland's Theory of Career Choice that was proposed by John Holland. It assumes that the career choice of a person is based on their expression of their personality and interaction in the environment. They searched for the environment that would fit them and use skills and abilities, and express their attitudes and values. Most people can be classified as one of six primary personality types (Realistic, Investigative, Artistic, Social, Enterprising and Conventional). For example, social types like to work with people to teach, train, and help people to treat, heal and cure and are concerned for the well-being of others. In contrast, conventional people like to work indoors, and tasks that involve organizing, being accurate in inaccuracy, following procedures, and working with data or numbers. Holland's theory emphasizes the choice of career is similar to the personality of a person and that the environment is more likely to be happy and successful and satisfied.

Social Cognitive Theory

Albert Bandura's Social Cognitive Theory holds that an individual's motives and behaviors are based on their experiences. These encounters can be divided into three categories: Self-efficacy, or what a person believes they can achieve, influences them. What other people achieve and the actions they take to influence a person. A person is influenced by external factors over which they have no control. Social Cognitive Theory explains how to develop a great career development plan in career development. If a person has a positive view of their own skills and surrounds themselves with a positive network of mentors, they have a greater chance of succeeding in their career goals. Bandura's Triadic Reciprocal Model of Casualty serves as the foundation for this theory. According to this model, a person's output is determined by a combination of personal characteristics, observed behaviors and actions in others, and external factors. The greater the fit between both the individual and the profession, the higher the level of satisfaction and accomplishment.

Frank Parsons Theory

Parsons created the concept of an ideal career by combining personal characteristics such as skills, values, and personality with job factors such as pay and work environment. The Parsons theory was the first to propose a systematic approach to career matching. Career counselors began using structured sessions to share their knowledge of the job market and help clients better understand themselves. As a result of his theory, psychometric tools such as Holland's RIASEC personality test and Career Quest from careers.govt.nz gained popularity.

Statement of the Problem

The study aimed to find out the level of influence on the career preference of the Grade 12 students of Don Bosco College and Mary Help of Christians College in choosing their college program.

Specifically, this sought to answer the following:

1. What is the influence level of the internal factors in regard to:
 - 1.1 individual perspective;
 - 1.2 family; and
 - 1.3 peer?
2. What is the influence level of the external factors relative to:
 - 2.1 compensation;
 - 2.2 technical requirements; and
 - 2.3 educational requirements?
3. What is extent career preferences of the SHS graduating students in terms of:
 - 3.1 Realistic;
 - 3.2 Investigative;
 - 3.3 Artistic
 - 3.4 Social

- 3.5 Enterprise;
- 3.6 Conventional?

4. Do the influences have a significant relationship to the career preferences of the SHS graduating students?

Methodology

Research Design

This study employed a descriptive method in order to analyze the data information given. Descriptive answers basic questions about a population, situation or phenomenon. Its primary aim is to gather information about the influence in choosing a career and the career preference of the students of Don Bosco College and Mary Help of Christians. It will also help to identify the relationship between the variables.

Respondents of the study

The research was conducted in Don Bosco College, and Mary Help of Christians Canlubang, Calamba City, Laguna. The respondents of this study were seventy-nine (79) Grade 12 students in Mary Help of Christians and eighty-six (86) Grade 12 students in Don Bosco College. The researcher uses purposive sampling. They were chosen because they are the ones who pursue their college degree and at a critical moment when choosing a program or course next school year.

Research Procedure

The present problem which was about the students having a hard time in making a career decision of the students was based on the observation and interview of the researcher during their conference with the high school students in Don Bosco College. There were two questionnaires. One is a self-made test which was validated by the two psychometrician and the panel members. The other one is RIASEC, a standardized test made by J. Holland. Participants were also ensured that their personal information would be suitably protected and would not be revealed to anyone. Second, data were collected from the participants through a questionnaire made by the researcher, with multiple-choice questions. They will answer it through Google Forms channeled to the principals of the participating schools.

The approval and permission were requested from the principal of Don Bosco College and Mary Help of Christians to conduct the study. Upon approval of their request, the initial interview proceeded to make a final list of respondents. Four different dates were scheduled to answer the two instruments to avoid the boredom of the respondents in answering the questionnaire and to ensure that they can answer the questionnaire reliably and honestly. The first set of the test was the self-made test which consist twenty-seven items. The second test was the RIASEC Career Test with forty-eight items. The tests scored following the scoring key for the test and given corresponding categories. The actual gathering of data took two weeks. The data gathered were subjected to tabulation. A final analysis of data was conducted to formulate the findings, conclusion, recommendations and implications.

Research Instrument

In gathering the data, the researcher will use two questionnaires. A self-made test and the RIASEC by John Holland.

The first questionnaire was a self-made test consisting of twenty-seven (27) items that measured the influence of the virtual class based on the internal and external factors of the situation. The second questionnaire consists of the forty-eight (48) test items that determined the career preference.

The questionnaire was composed of a measuring scale pertaining to various situations and scenarios and a checklist for the respondents to easily answer the questions. A statement informing the respondents about the confidentiality of the answer was provided in the questionnaire so that they could answer it confidently without hesitations. The self-made test has the Likert measuring scale so that the respondents easily answer the questionnaire the researcher gave.

Remarks

- 5 – Strongly Agree
- 4 - Agree
- 3 - Neutral
- 2 - Disagree
- 1 – Strongly Disagree

Verbal Interpretation

- Very High
- High
- Moderately High
- Low
- Very Low

Statistical Treatment of Data

The following statistical tools with their corresponding formulas were utilized to give a more precise meaning to the gathered data.

The researcher used the frequency, percentage, mean and standard deviation as statistical tools to reveal the overall average of the student's responses to the given questions.

Mean and Standard deviation were used to know the arithmetic average of a set of values, variation or distribution of data for the external and internal factors in choosing career preference.

Spearman Rank Correlation Coefficient was used in the last two tables. It is a nonparametric measure of rank correlation. It determines how well a monotonic function can describe the relationship between two variables.

Results and Discussion

Level of Internal Factors on the Students' Career Preference

In this study, the internal factors that influence the students' career preferences were gauged based on individual perspective, peer perspective, and family perspective.

Table 1 shows the internal factors as to individual perspective on the students' career preferences

Table 1. Level of Internal Factors as to Individual Perspective

The students ...	Mean	S.D.	Remarks
...want to pursue their dream job.	4.33	0.951	Strongly Agree
...take courses/jobs which they think suit their skills and abilities.	4.53	0.686	Strongly Agree
...consider their interests in choosing their course.	4.49	0.723	Strongly Agree
...change their career preference due to lack of information in different fields.	3.01	1.059	Moderately Agree
...consider the career that would help them reach their goals.	4.53	0.657	Strongly Agree
Overall Mean	4.18	Agree	

The students perceived that their personal perspective of choosing a career that would help them reach their goals ($M=4.53$, $SD=0.657$) was *strongly agreed*, as they know they will take courses that they think suit their skills and abilities ($M=4.53$, $SD=0.686$). At a *strongly agreed* level, they also recognized the need to consider their interest in choosing a career ($M=4.49$, $SD=0.723$), that would serve as an avenue to reach their dream job ($M=4.33$, $SD=0.951$). However, they were not positive in changing careers due to lack of information, as this was rated *moderately agree* ($M=3.01$, $SD=1.059$).

The overall mean of 4.18 indicates that the students believe in their individual perspectives on the career that they would pursue. They know the information about the course that they would choose and realize that such a choice is suited to their interests, skills and abilities.

Level of Influence of Internal Factors as to Family Perspective

Table 2 indicates the level of influence of Internal Factors from a Family Perspective, which garnered a high verbal interpretation.

Table 2. Level of Internal Factors as to Family Perspective

The students ...	Mean	S.D.	Remarks
...were advised by their family on what career to choose.	3.47	1.188	Agree
...prefer professions which run in their family.	2.84	1.172	Moderately Agree
...look up to their parents/family members in a way that they will follow their career path.	2.98	1.172	Moderately Agree
...take courses/jobs which can help their family in the future.	4.44	0.844	Strongly Agree
Overall Mean	3.43	Agree	

The students perceived that the courses they take can help their family in the future ($M=4.44$, $SD=0.844$) and they *strongly agree* as they recognize that these jobs will be in demand sooner or later. On the other hand, at the *agreed* level, families advised

students regarding their careers ($M=3.47$ $SD=1.188$). Lastly, with a moderately *agree* level, students prefer professions that run 833 in the family ($M= 2.84$, $SD=1.172$) because they look up to their parents/family members in a way that they will follow their career path ($M=2.98$, $SD=1.172$).

The overall mean of 3.43 indicates that the students consider the family perspective in choosing their career path. This also means that the family background somehow affects the decision of the students when it comes to their target profession at an *agreed* level.

Table 3. Level of Influence of Internal Factors as to Peer Perspective

The students ...	Mean	S.D.	Remarks
...choose a career that is similar to their friends.	2.31	1.087	Disagree
...were influenced by their friends to choose a career.	2.30	1.098	Disagree
...choose a career validated by their friends.	2.30	1.155	Disagree
...embrace the advice they get from peers that they value most.	3.53	1.062	Disagree
Overall Mean	2.61	Moderately Agree	

Table 3 showcases the level of internal factors as to Peer Perspective with a moderately high verbal interpretation.

The students perceived that they embraced the advice they got from peers that they value most ($M=3.53$, $SD=1.062$) was *agree*. However, at a *disagree* level, the students perceived that they choose a career that is similar to their friends ($M=2.31$, $SD=1.087$), they were influenced by their friends to choose a career ($M= 2.30$, $SD=1.098$), they choose career validated by their friends ($M=2.30$, $SD= 1.55$). The overall mean of 2.61 revealed that students may or may not be persuaded by their friends and classmates when choosing a career. This means that the students still prioritize their own decision in selecting their career preference at a *moderately agreed* level.

Level of Influence of External Factors on the Students' Career Preference

The external factors that influence the students' career preference were described based on compensation factors, technical requirements, and educational requirements.

Table 4 revealed the level of influence of external factors as to compensation.

The students supposed that they prefer a career which complements the salary with good healthcare benefits ($M=4.34$, $SD=0.846$) was *strongly agree* as they think of a career that shows stability despite any situation ($M=4.38$, $SD=0.721$). At a *agree* level, the students consider high-salary grade professions due to these uncertain situations ($M=4.07$ $SD=1.004$) and at a *moderately agreed* level, students prefer home-based jobs which pay ample salary amount to keep them away from risks outside ($M=2.81$, $SD=1.070$).

Table 4. Level of Influence of External Factors as to Compensation

The students ...	Mean	S.D.	Remarks
...consider high-salary grade professions due to these uncertain situations.	4.07	1.004	Agree
...prefer home-based jobs which pay an ample salary amount to keep them away from risks outside.	2.81	1.070	Moderately Agree
...prefer a career which complements the salary with good healthcare benefits.	4.34	0.846	Strongly Agree
...are thinking about a career that shows stability despite any situation.	4.38	0.721	Strongly Agree
Overall Mean	3.90	Agree	

The overall mean of 3.90 shows that compensation is the deciding factor for the students in considering a job preference. This means that a high-paying profession is vital and important for the students in choosing a career at an *agreed* level.

Table 5 indicated the level of influence of external factors as to technical requirements.

834

Table 5. Level of Influence of External Factors as to Technical Requirements

The students ...	Mean	S.D.	Remarks
...adapt to the demands of the preferred course due to high-speed internet connection.	3.47	0.960	Agree
...have complete equipment/gadgets that are needed for their preferred course.	3.52	1.121	Agree
select a course suitable to their geographical location.	3.34	1.050	Moderately Agree
...have enough knowledge/skills which are needed for their preferred course.	3.88	0.953	Agree
...are familiar with the applications/software which are needed for their preferred course.	3.57	0.965	Agree
Overall Mean	3.56	Agree	

The students supposed that they adapt to the demands of the preferred course due to high-speed internet connection ($M=3.47$, $SD=0.960$), as they have complete equipment/gadgets that are needed to their preferred course ($M=3.52$, $SD=1.121$), and they have enough knowledge and skills which are needed to their preferred course ($M=3.88$, $SD=0.9530$), and they are familiar with the applications/software which are needed to their preferred course ($M=3.57$, $SD=0.965$) at a *agree* level. On the other hand, at a *moderately agreed* level, students select courses suitable to their geographical location ($M=3.34$, $SD=1.050$).

The overall mean of 3.56 revealed that the students are well equipped with the necessary technical requirements. This means that due to high-speed internet connection and complete gadgets, the students have enough knowledge and skills that are related to their preferred course at an agreed level.

Table 6 indicates the level of external factors as to Educational Requirements.

The students are supposed to conform to the requirements needed by the college/university ($M=4.25$, $SD=0.808$) at a *strongly agreed* level. At an *agreed* level, the students consider their grades in choosing their course ($M=3.82$, $SD=1.032$), consider the number of years of the course they will take ($M=4.07$, $SD=1.010$), take a course that offers a scholarship ($M=3.83$, $SD=1.152$), and that they choose a course that will match their overall grade in the entrance exam ($M=3.26$, $SD=0.991$).

Table 6. Level of Influence of External Factors as to Educational Requirements

The students ...	Mean	S.D.	Remarks
1. consider their grades in choosing their course.	3.82	1.032	Agree
2. consider the number of years of the course they will take.	4.07	1.010	Agree
3. take a course that offers scholarships.	3.83	1.152	Agree
4. conform to the requirements needed by the college/university.	4.25	0.808	Strongly Agree
5. choose a course that will match their overall grade in the entrance exam.	3.76	0.991	Agree
Overall Mean	3.95	Agree	

The overall mean of 3.95 (*agree*) showcases that the students consider their grades, number of years of the course, and possible scholarship grants in choosing their course. This also means that the students reflect on the feasibility of the requirements provided by the college or university.

Extent of Students' Career Preference

Table 7 contains the career pathway of the participating respondents and the extent of student's career preference.

In terms of Career Pathway, 17 (10.8%) are led to Social, Enterprising and Conventional, 12 (7.6%) are led to Realistic, Social and Enterprising, 11 (7.0%) are led to Realistic, Social and Conventional, 11 (7.0%) are led to Realistic, Enterprising, Conventional, 11 (7.0%) are led to Realistic, Artistic and Conventional, 9 (5.7%) are led to Realistic, Artistic and Conventional. On the other hand, 6 (3.8%) are driven to Realistic, Investigate and Social, 6 (3.8%) are driven to Realistic, Investigate and Artistic, 5 (3.2%) are driven to Investigative, Social and Conventional, 5 (3.2%) are driven to Artistic, Social and Enterprising, 5 (3.2%) are driven to Artistic, Enterprising and Conventional, 4 (2.5%) are driven to Investigative, Artistic and Conventional. Lastly, 3

(1.9%) are directed to the Realistic, Artistic, and Social; Investigative, Social, and Enterprising; Investigative, Enterprise and 835 Conventional; Artistic, Social and Conventional respectively. And 2 (1.3%) are led to Investigative, Artistic and Conventional and 1 (0.6%) is led to Realistic, Investigative and Enterprise.

Table 7. Career Pathway of the Respondents

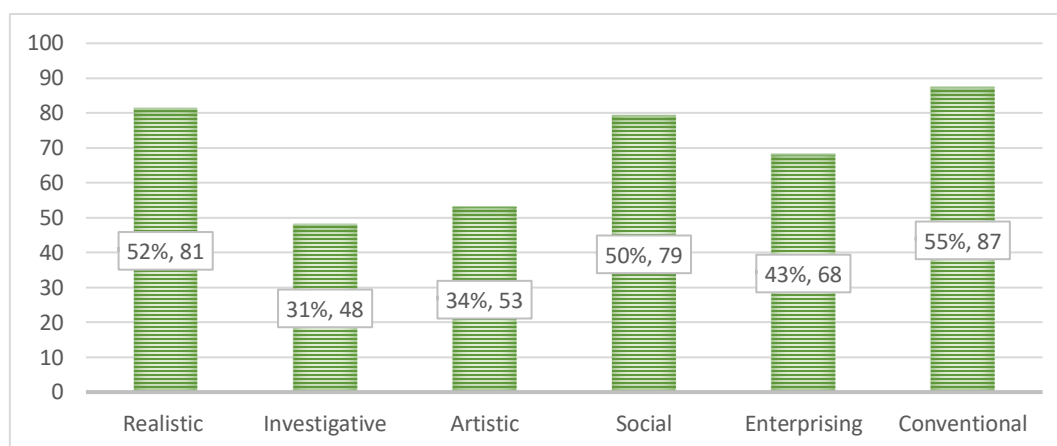
Career Pathway	Frequency	Percentage
Social/ Enterprising / Conventional	17	10.8%
Realistic/ Social/ Enterprising	12	7.6%
Realistic / Social / Conventional	11	7.0%
Realistic / Enterprising/ Conventional	11	7.0%
Realistic /Artistic/ Conventional	11	7.0%
Realistic/ Investigative /Conventional	9	5.7%
Realistic/ Investigative /Social	6	3.8%
Realistic/ Investigative /Artistic	6	3.8%
Investigative / Social/ Conventional	5	3.2%
Artistic/ Social/ Enterprising	5	3.2%
Artistic/ Enterprising/ Conventional	5	3.2%
Investigative/ Artistic/ Conventional	4	2.5%
Realistic/ Artistic/ Social	3	1.9%
Investigative/ Social/ Enterprising	3	1.9%
Investigative/ Enterprising/ Conventional	3	1.9%
Artistic/ Social/ Conventional	3	1.9%
Investigative/ Artistic / Social	2	1.3%
Realistic/ Investigative/ Enterprising	1	0.6%

These three letters are known as the Holland Code for the three dominant personality types, and they represent the students' top three career interests, according to Dr. John L. Holland's career theory. This code may help students in guiding them in their career preference. Based on the result, most of the students are into the field of Social, Enterprising and Conventional. According to the Holland Code, Social is the most common category in terms of trait. Basically, it's a career that entails assisting, coaching, and working with and serving others. They like to give support to other people to have a better life. Social are dedicated, humanistic and work with people closely using feelings, words, and concepts rather than physical exertion. While Enterprising are most likely to influence people. They are more into the business and selling world and because of this they are not afraid of the risk that would possibly take. These individuals are confident and assertive and give energy to the group. Lastly on the SEC code is the Conventional. They are the best at being organized and they enjoy repetitive tasks in an orderly fashion. They are good in following directions and work with numbers and records and also value success in every work they do.

However, only one has a result of R. I. E. an acronym that stands for realistic, investigative, and enterprising. These are people who do as well as think. Mechanical or scientific challenges pique their interest, as does the prospect of being recognized for their accomplishments in these fields. This person would be best suited to a career involving creation and innovation (Indeed Editorial Team 2021). These people would like to have their own space to work alone. Realistic persons like to work more on cars, machines, tools and any type of manual labor. They are usually independent, practical and strong which categorized them as a personality that could deal in the physical world.

Meanwhile, the investigative are the most analytical of the six categories. They are usually logical, observant and good at using critical thinking abilities and skills to solve a problem. Professionals with investigative skills can acquire pertinent data and draw conclusions from that data. This means that most of the student-respondents like to deal with people and have a lot of opportunities to help and influence other individuals which requires an interaction with them rather than working alone and doing some mechanical and physical work. They would like to pursue a career that involves them as an outgoing person and would be efficient if they work in a group.

The extent of students' career preference was measured through the RIASEC test. The frequency and percentage of each of the career pathways is shown below.



The graph in Figure 3 shows the respondents' preferred career paths. With 87 responses (55%), the Conventional is the most popular, followed by Realistic with 81 respondents (52%), Social with 79 respondents (50%), Enterprising with 68 respondents (43%), Artistic with 53 respondents (34%), and Investigative with 48 respondents (31%). People choose professions where they can work with people who share their interests. They look for circumstances in which they may use their skills and abilities, as well as express their attitudes and values, while dealing with enjoyable concerns and roles.

This supports John Holland's Theory of Career Choice (RIASEC), the combination of our personality and the environment shapes our careers. People choose professions where they can work with people who share their interests, according to this theory. They look for situations in which they may use their skills and abilities, as well as express their attitudes and values, while dealing with enjoyable concerns and roles. Conventional types are often described as well-organized. These people like to work with data, are detail-oriented, have numerical or clerical ability and are known for being precise at work enduring complex tasks that others might avoid. When it comes to addressing challenging jobs, their efficiency and practical thinking usually earn them a lot of trust. Because they like completing these activities in the first place, these personality types are usually well-liked and respected by others and even make better employees. These people tend to be conservative, conforming, self-controlled and structured. They are often seen as the traditional employees, who like to follow routine. They are also known as "Organizers" because they appreciate structure and predictability. With these, it shows that many students preferred structured situations and work with clear instructions. They want to keep things running smoothly and they have good organizational skills.

Similarly, Conventional are detail-oriented and rule-followers, which makes them great for management. Most of these students are good in Math, Science, Economics, Accounting, and Business studies. The related career pathways of Conventional are Health Services, Business and Industrial and Engineering. Example jobs for conventional types are biostatistics, chemist, engineer, finance, educational administration, banking, secretarial work, accountant, bookkeeper, office worker, auditing, and other related administrative work. On the other hand, conventional people may work gradually and experience stress if they are in the wrong roles but they are productive if they will be fit for the right ones.

Relationship between the Level of Influence of Internal and External Factors on the Students' Career Preference

This part determines the relationship between the Level of Influence of Internal and External Factors on the Students' Career Preferences.

The Table 8 below revealed the relationship between internal factors and the students career preference.

Table 8. Relationship between the Internal Factors and the Students' Career Preference

837

Students' Career Preference	Individual Perspective				Peer Influence				Family Influence			
	<i>r-value</i>	<i>p-value</i>	<i>Degree</i>	<i>Analysis</i>	<i>r-value</i>	<i>p-value</i>	<i>Degree</i>	<i>Analysis</i>	<i>r-value</i>	<i>p-value</i>	<i>Degree</i>	<i>Analysis</i>
Realistic	0.706	0.019	S	S	0.479	0.028	M	S	0.020	0.665	VW	NS
Investigative	0.559	0.024	M	S	.151	0.089	VW	NS	0.034	0.398	VW	NS
Artistic	0.023	0.567	V W	NS	0.087	0.154	VW	NS	0.052	0.259	VW	NS
Social	0.027	0.492	V W	NS	0.176	0.076	VW	NS	0.068	0.198	VW	NS
Enterprising	0.300	0.045	W	S	0.206	0.065	W	NS	0.066	0.204	VW	NS
Conventional	0.419	0.032	M	S	0.223	0.060	W	NS	0.044	0.308	VW	NS

It was noted that *strong and positive* correlation exists between the student's individual perspective and their realistic career choice ($r=0.706, p=0.019$). A *moderate and positive* correlation was revealed between the student's individual perspective and their investigative career choice ($r=0.559, p=0.024$) and conventional career choice ($r=0.419, p=0.032$). On the other hand, a *weak but positive* correlation exists between the student's individual perspective and their enterprising career choice ($r=0.300, p=0.045$). All their correlations are *significant*. However, it was found that the student's individual perspective is not significantly correlated with their artistic and social career choice. A *moderate and positive* correlation was revealed between the peer perspective with realistic preference ($r=0.479, p=0.028$). However, family influence was found not correlated with the students' career preferences for realistic, investigative, artistic, social, enterprising, and conventional.

Table 9. Relationship between the External Factors and the Students' Career Preference

Students' Career Preference	Compensation				Technical Requirements				Educational Requirements			
	<i>r-value</i>	<i>p-value</i>	<i>Degree</i>	<i>Analysis</i>	<i>r-value</i>	<i>p-value</i>	<i>Degree</i>	<i>Analysis</i>	<i>r-value</i>	<i>p-value</i>	<i>Degree</i>	<i>Analysis</i>
Realistic	0.068	0.198	VW	NS	0.462	0.029	M	S	0.206	0.065	VW	NS
Investigative	0.223	0.060	W	NS	0.536	0.025	M	S	0.383	0.035	VW	NS
Artistic	0.176	0.076	VW	NS	0.034	0.398	VW	NS	0.068	0.198	VW	NS
Social	0.186	0.072	VW	NS	0.194	0.069	VW	NS	0.028	0.482	VW	NS
Enterprising	0.447	0.030	M	S	0.201	0.067	W	NS	0.745	0.018	S	S
Conventional	0.152	0.088	VW	NS	0.609	0.022	S	S	0.281	0.476	W	NS

Degree of Correlation:

$\pm 0.80 - \pm 1.00$ Very strong (VS) $\pm 0.60 - \pm 0.79$ Strong (S) $\pm 0.40 - \pm 0.59$ Moderate (M) $\pm 0.20 - \pm 0.39$ Weak (W) $\pm 0.00 - \pm 0.19$ Very weak (VW)

It was interesting to note that a moderate and positive correlation exists between student's career preference and their enterprising career choice ($r=0.447$, $p=0.030$). Its correlation is *significant*. However, it was found out that the student's external factors are not significantly correlated with their realistic, investigative, artistic, social, and conventional career choice. On the other hand, it was noted that a strong positive correlation exists between the technical requirements and students' career preference as to realistic ($r=0.462$, $p=0.029$), investigative ($r=0.536$, $p=0.025$), and conventional, ($r=0.609$, $p=0.022$). However, technical requirements were found out not correlated to the students' career preferences as to artistic, social and enterprising. A *strong positive* correlation exists between the educational requirements and enterprising career preference ($r=0.745$, $p=0.018$). However, educational requirements were found not correlated to the students' career preferences for realistic, artistic, social and conventional.

This means that the student's career preference is not dependent on the external factors such as compensation, technical requirements, and educational requirements. They understand that in choosing a profession or career path for someone who is new in the field, compensation as an external factor is not that necessary because, for them, the most important thing is to learn and to gain experience.

These findings led to the acceptance of the null hypothesis of the research. Since there is no significant relationship between the internal factors such as individual perspective, family and peers and external factors like compensation, technical requirements and educational requirements, it is concluded that the student's career preference is not dependent on the aforementioned factors.

Summary of Findings

The study aimed to find out the level of influence on the career preference of the Grade 12 students of Don Bosco College and Mary Help of Christians College in choosing their college program. Specifically, this sought to answer the following questions: What is the influence level of the Internal factors of the respondents with regards to, Individual Perspective, Family, and Peer? What is the influence level of the external factors relative to Compensation, Technical Requirements, and Educational Qualification? What is the extent of career preferences of the SHS graduating students in terms of Realistic, Investigative, Artistic, Social, Enterprising, and Conventional? Lastly, do the influences have a significant relationship to the career preferences of the SHS graduating students?

Likewise, the descriptive method was used to analyze the data systematically. The instrument used in gathering data was a questionnaire made and distributed by the researcher through a google form. Weighted mean, standard deviation, and Spearman rank were used to analyze and interpret the data.

Based on the data gathered, different findings are hereby presented:

The level of internal factors on the student's career preference for individual perspective for family perspective was interpreted as High respectively, while peer perspective was interpreted as moderately high. This means that the individual perspective, family, and peers influence the career preferences of the students.

The level of influence of external factors on the student's career preference for compensation, for technical requirements, and for educational requirements interpreted as High, respectively. This indicates that the above-mentioned external factors highly influence the career preferences of the students.

Also, in terms of Career Pathway, the dominant pathway is Social, Enterprising and Conventional (SEC), followed by Realistic, Social and Enterprising (RSE), Realistic, Social and Conventional (RSC), Realistic, Enterprising, Conventional (REC), Realistic, Artistic and Conventional (RAC). On the other hand, some students were driven to Realistic, Investigate and Social (RIS), Realistic, Investigate and Artistic (RIA), Investigative, Social and Conventional (ISC), Artistic, Social and Enterprising (ASE), Artistic, Enterprising and Conventional (AEC), Investigative, Artistic and Conventional (IAC). The second to the least pathway was the Realistic, Artistic, and Social (RAS), Investigative, Social, and Enterprising (ISE), Investigative, Enterprise and Conventional (IEC), Artistic, Social and Conventional (ASC), respectively. Lastly, Investigative, Artistic and Conventional (IAC) and Realistic, Investigative and Enterprise (RIE).

This means that most of the student-respondents like to deal with people and have a lot of opportunities to help and influence other individuals which requires an interaction with them rather than working alone and doing some mechanical and physical work. They would like to pursue a career which involves them as an outgoing person and would be efficient if they work in a group.

The internal factors in terms of individual career perspectives as to realistic, investigative, enterprising, and conventional career preference were revealed a "strong and significant analysis" for realistic career preference, "moderate and significant analysis" for investigative and conventional career preference, and weak but significant analysis" for enterprising career preference. However, in terms of individual perspective as to artistic and social career preference, it revealed a "very weak and not significant analysis".

On the other hand, when it comes to peer influence on realistic career preference, it indicates a “moderate and significant analysis”. While peer influence on investigative, artistic, and social career preference revealed a “very weak and not significant analysis,” enterprising and conventional career preference showed a “weak and not significant analysis” respectively. Lastly, the family influence on realistic, investigative, artistic, social, enterprising, and conventional career preferences revealed a “very weak and not significant analysis,” respectively.

Likewise, for the external factors in terms of compensation as to enterprising career preference indicated a “moderate and significant analysis”. However, in terms of compensation as to realistic, artistic, social, and conventional career preference, it revealed a “very weak and not significant analysis” while investigative showed “weak and not significant analysis” respectively.

Also, the technical requirements for realistic, investigative, and conventional career preferences revealed a “moderate and significant analysis.” While technical requirements for artistic and social career preference showed a “very weak and not significant analysis,” enterprising career preference revealed a “weak and not significant analysis.”

And finally, for the external factors in terms of educational requirements as to enterprising career preference indicated a “strong and significant analysis”. While educational requirements as to realistic, investigative, artistic, and social career preference showed a “very weak and not significant analysis”, conventional indicated “weak and not significant analysis” respectively.

Conclusion

Based on the questions and the gathered data results, the internal and external factors have no significant relationship to the career preferences of the students from Don Bosco College and Mary Help Of Christians College.

1. Internal factors – It is therefore concluded that individual perspective, family, and peer influence students' career choices significantly. They value their own viewpoint as well as the opinions of their family and peers.

2. External factors- As a result, it is concluded that students continue to think about future benefits that they can use to help their families in the future. As a result, they consider the requirements for admission to their preferred school and career in order to have a better future in their career.

3. It is concluded that many of the student-respondents were into the Social, Enterprise, and Conventional (SEC) career pathway and considered outgoing, enthusiastic, and need interaction rather than working alone and doing some physical work.

4. Therefore, it is concluded that the internal factors such as individual perspective, family, and peer and external factors such as compensation, technical requirements, and educational requirements do not influence the student-respondents' career preferences which vary from realistic, investigative, artistic, social, enterprising, and conventional career choices.

5. Results showed a not significant relationship between the internal and external factors and career preferences; therefore, the hypothesis states that no significant relationship was sustained. This means that the students' career preferences are not dependent on the abovementioned factors.

Recommendations

Based on the results of the gathered data, the following are hereby recommended:

1. The student, their family and peers may continue to give inspiration, advice and support by encouraging them to explore the career pathway they are interested in.

2. The students may continue to get good grades and records in the school by passing all the subjects and requirements to graduate for them to find a right profession that would support their desire in having high compensation and complete technical requirements by having quality educational requirements.

3. The school administrators may sustain the projects like webinars regarding the career development of the students and other programs like career fair and work immersion that helps the students to desire their career paths and provide more access to training career development and opportunities.

4. The school administrators may adopt the career test (The Holland Career Test, RIASEC) for graduating students as a career development program.

5. Future researchers may conduct studies about career tests and the development of career programs to support the younger generations so they will not be lost in choosing the best profession.

References

- Abe, E.N. & Chikoko, V. (2020). Exploring the factors that influence the career decision of STEM students at a university in South Africa. *International Journal of STEM Education*, 7. <https://doi.org/10.1186/s40594-020-00256-x>
- Ahmed, A., Ahmed, S., Taseer, S., How RIASEC personality Traits Crystallizes Occupational Preferences Among Adolescents: Match or Mismatch, (2019), *Pakistan Journal of Commerce and Social Sciences* 2019, Vol. 13 (4), 976-996, <https://www.econstor.eu/bitstream/10419/214261/1/4371.pdf>

- Ahmed, S.S., Khan, E., & Faisal, M. (2017). The potential and challenges of MOOCs in Pakistan: A perspective of students and faculty. *Asian Association of Open Universities Journal*, 12(1), 94-105. <https://doi.org/10.1108/AAOUJ-01-2017-0011>
- A. Kazi, A. Akhlaq Factors Affecting Students' Career Choice *Journal of Research and Reflections in Education* December 2017, Vol., No.2, pp 187-196 https://www.researchgate.net/profile/Asma-Shahid-Kazi/publication/325987918_Factors_Affecting_Students'_Career_Choice/links/5ba0ab3c299bf13e6038e19d/Factors-Affecting-Students-Career-Choice.pdf
- A. Latif, M. Abdul Aziz, M. Ahmed (July 2015), Influences of Education on Career Choice: A Study on Sylhet City, Bangladesh. p. 217
- Anglia Ruskin University (2021) Technical requirements for online learning <https://aru.ac.uk/coronavirus/studying-at-university/how-we-support-your-learning/online-learning-technical-requirements>
- A. S. Kazi, 2A. Akhlaq (December 2017) Factors Affecting Students' Career Choice *Journal of Research and Reflections in Education* Vol., No.2, pp 187-196 https://www.researchgate.net/publication/325987918_Factors_Affecting_Students'_Career_Choice
- Armstrong, P. I., Day, S. X., McVay, J. P., & Rounds, J. (2008). Holland's RIASEC model as an integrative framework for individual differences. *Journal of Counseling Psychology*, 55(1), 1–18.
- Asio, J.M, Gadia, E., Abarintos, E., Paguio D., Balce, M., (2021), Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal, Volume 2, Issue 1: 56 – 69 DOI : 10.48185/she.v2i1.224
- Atitsogbe, K. A., Moumoula, I. A., Rochat, S., Antonietti, J. P., and Rossier, J.(2018). Vocational interests and career indecision in Switzerland and Burkina Faso: cross-cultural similarities and differences. *J. Vocat. Behav.* 107, 126–140. doi: 10.1016/j.jvb.2018.04.002
- Audra Bianca, December 2021 What Is a Career Perspective? <https://work.chron.com/career-perspective-6584.html>
- Badrolhisan, N.I., Achim, N. & Zulkipli, N. (2019). Employee career decision making: The influence of salary and benefits, work environment and job security. *Journal of Academia*, 7. pp. 41-50. https://myjms.mohe.gov.my/index.php/joa/article/view/8250?fbclid=IwAR2D2Z_o2ybQ02o0hbx93X0DH-yqk6GxdYfbFMFaYJcJ4eaj5JFtv_4-rk
- Baron, R. S., Kerr, N. L., & Miller, N. (1992). Group process, group decision, group action. Buckingham: Open University Press.
- Barowski, J. (2021), Understand the meaning of the artistic personality type.Explore the defining characteristics and qualities of an artist, as well as career ideas for creative and artistic people <https://study.com/learn/lesson/artistic-personality-type-characteristics-qualities-careers.html>
- Brown, D, and Brooks, L (Eds), (2020) 'Career Choice and Development: Applying Contemporary Theories to Practice', San Francisco: Jossey-Bass.
- Boudon, R. (1974). Education, opportunity, and social inequality: Changing prospects in Western society. New York, NY: Wiley.
- Bukas Team, Factors you should consider when selecting a college and course (2021), <https://bukas.ph/blog/factors-you-should-consider-when-selecting-a-college-and-course/>
- Caldera, Y. M., Robitschek, C., Frame, M., & Pannell, M. (2003) Intrapersonal, familial, and cultural factors in the commitment to a career choice of Mexican American and non-Hispanic White college women.
- CollegeData, What do college look for in students (2021), <https://www.collegedata.com/resources/getting-in/what-do-colleges-look-for-in-students>
- Clause, C., (September 2021), Social Personality Type: Traits & Overview. Retrieved from <https://study.com/academy/lesson/social-personality-type-traits-lesson-quiz.html>.
- Cleofas, J.V., & Rocha, I.C.N. (2021). Demographic, gadget, and internet profiles as determinants of disease and consequence related COVID-19 anxiety among Filipino college students. *Education and Information Technologies*, <https://doi.org/10.1007/s10639-021-10529-9>
- Cherry, K. How Social Learning Theory Works, (July 2021), medically reviewed by Dr. Susman, D. <https://www.verywellmind.com/social-learning-theory-2795074>
- Chope, C. (2001) Influence of the Family in Career Decision-Making. *Career Planning and Adult Development Journal*, v17 n2 p54-64 Sum

- Corsaro, W.A., (1992). Interpretative Reproduction in Children's Peer Cultures. *Social Psychology Quarterly*, 55: 160-77.
- Dangoy, J. E.; Madrigal, D. V. (15 Nov. 2020) Career Preferences and Factors Influencing the Career Choice of Senior High Students of a Catholic School. *Philippine Social Science Journal*, v. 3, n. 2, p. 95-96. <https://www.semanticscholar.org/paper/Career-Preferences-and-Factors-Influencing-the-of-a-Dangoy-Madrigal/7eba722b2cd0ea2ab8fa4ea3c251c1ad428a8b99>
- De Guzman, Miguel, (2021), *PhilippineStar*, Employers; worried about SHS graduates' readiness for work <https://www.bworldonline.com/labor-and-management/2021/06/25/377899/employers-worried-about-shs-graduates-readiness-for-work>
- Eremie, M.D. & Chiamaka, O. (2019). Factors affecting career choice among secondary school students in Obio/Akpor local government area of Rivers State: (Implication for Counseling). *International Journal of Innovative Social Sciences and Humanities Research*, 7(1), pp. 46-58. <https://seahipaj.org/journals-ci/mar-2019/IJISSHR/full/IJISSHR-M-6-2019.pdf>
- Eremie, M. D. (2014). *Arabian Journal of Business and Management Review* (Oman Chapter), 4(4), 20-25. Retrieved from <http://search.proquest.com/docview/1623233680?accountid=173015>
- Esser, H. (2016). The model of ability tracking—Theoretical expectations and empirical findings on how educational systems impact on educational success and inequality.
- Estira, K.L.A. (2020). Online distance learning readiness of business administration students in one state university in the Philippines. *Journal of Critical Reviews*, 7(12), 826-832. <http://dx.doi.org/10.31838/jcr.07.12.146>
- Evite, P. (2015), *College Admissions in the Philippines: A Call For A Change*. https://www.academia.edu/38774296/College_Admissions_in_The_Philippines_A_Call_For_Change
Publishing date: 2015
- GASTARDO-CONACO, MC, JIMENEZ MC, BILLEDIO CJ. 2003. Filipino Adolescents in Changing Times: Featured Paper for the month of Jul 2003 of www.childprotection.org.
- Gwelo, A.S. (2019). Determinants of career choice among university students. *Malaysian Online Journal of Educational Management*, 7(1), p. 1-19. <http://ajba.um.edu.my/index.php/MOJEM/issue/view/1491>
- Hearn, J. C. (1988). Attendance at higher-cost colleges: Ascribed, socioeconomic, and academic influences on student enrollment patterns. *Economics of education review*, 7(1), 65-76. <https://ideas.repec.org/a/eee/eoedu/v7y1988i1p65-76.html>
- Hirschi A., Freund P. A. (2014). Career engagement: investigating intraindividual predictors of weekly fluctuations in proactive career behaviors. *Career Dev. Q.* 62 5–20. 10.1002/j.2161-0045.2014.00066.x
- Holland, J. L. (1959). A theory of vocational choice. *Journal of Counseling Psychology*, 6, 35– 45. <https://doi.org/10.1037/h0040767>
- Holland, J. L. (1997). Making vocational choices: A theory of vocational. <https://psycnet.apa.org/record/1997-08980-000>
- Hopkins J. Holland's Occupational Personality Types, School of Medicine Office of Faculty Development Adapted and Used with Permission from the Career Management Program, Johns Hopkins University https://www.hopkinsmedicine.org/fac_development/documents/lisa_heiser_faculty_development_handout.pdf
- Hübner N. , Stoll G., Spengler M., Trautwein U., Nagengast B. RIASEC interests and the Big Five personality traits matter for life success—But do they already matter for educational track choices? <https://doi.org/10.1111/jopy.12547>
- Humayon, A.A., Raza, S., Khan, R.A., & Ansari, N. (2018). Effect of family influence, personal interest and economic considerations on career choice amongst undergraduate students in higher educational institutions of Vehari, Pakistan. *International Journal of Organizational Leadership*, 7, p. 129-142.
- Hunkar K. (2015) Factors Influencing Students' Career Chooses in Science and Technology: Implications for High School Science Curricula *Procedia - Social and Behavioral Sciences* Volume 197, , Pages 966-972 www.sciencedirect.com/science/article/pii/S1877042815042858
- Indeed Editorial Team (June 2021), *Career Development Theory: Definition and Introduction* This article has been approved by an Indeed Career Coach <https://www.indeed.com/career-advice/career-development/career-development-theory>

- In H. P. Blossfeld, S. Buchholz, J. Skopek, & M. Triventi (Eds.), *Models of secondary education and social inequality*. Cheltenham, UK: Edward Elgar Publishing.
- Jordan, K., (October, 2019) Spotlight on Parson's Trait and Factor Theory <https://www.careers.govt.nz/articles/spotlight-on-parsons-trait-and-factor-theory/>
- Kea, K., (December 2018) What are the best careers for Investigative Holland Code? <https://www.ziprecruiter.com/blog/what-are-the-best-careers-for-the-investigative-holland-code/>
- Kümmel, E.; Moskaliuk, J.; Cress, U.; Kimmerle, J. (2020) Digital Learning Environments in Higher Education: A Literature Review of the Role of Individual vs. Social Settings for Measuring Learning Outcomes Education Sciences, v10 Article 78 2020 <https://eric.ed.gov/?q=individual+perspective&id=EJ1250503>
- Lego, M. A. (2020) DepEd Minimum Specifications for Devices, Internet Services for Distance Learning <https://www.teacherph.com/deped-minimum-specifications-devices-internet-services-distance-learning/>
- L. Tarectecan, (2018) The percentage of Senior High School Student Struggling with Career Indecision and its Factors Quantitative Research www.academia.edu/42294561/The_Percentage_of_Senior_High_School_Student_Struggling_with_Career_In_decision_and_its_Factors_Quantitative_Research
- Lupas Jr., S.B. & Farin, E.N. (2021). Factors influencing career choices among high school students in Zambales, Philippines. *International Journal of Research in Engineering, Science and Management*, 4(10). <https://www.journals.resaim.com/ijresm/article/view/1466/1409>
- Maldonado, L., Kim, K., & Threton, M., An Application of Holland's Theory to Career Interests and Selected Careers of Automotive Technology Students, *Journal of Career and Technical Education*, 2020, Vol. 35, No. 1.
- Malle, B. F., Knobe, J., O'Laughlin, M. J., Pearce, G. E., & Nelson, S. E. (2000). Conceptual structure and social functions of behavior explanations: Beyond person-situation attributions. *Journal of Personality and Social Psychology*, 79(3), 309–326.
- Matson, Markis (2021), The Holland Codes or RIASEC: Career Options That Match Your Personality, workbloom.com/job-search/holland-codes-riasec-career-options
- M. Borchert, Career Choice Factors of High School Students, December 2002 P.70
- M. Dowd (2021), Influences on Career Path Decisions <https://work.chron.com/write-career-plan-6391.html>
- Mendes, J., (December 2018), What Are the Best Careers for the Enterprising Holland Code? <https://www.ziprecruiter.com/blog/best-careers-enterprising-holland-code/>
- M. Kim (2011) The Relationship Between Thinking Style Differences and Career Choices for High-Achieving Students
- M. Nauta (2010) The Development, Evolution, and Status of Holland's Theory of Vocational Personalities: Reflections and Future Directions for Counseling Psychology *Journal of Counseling Psychology* 2010, Vol. 57, No. 1, 11–22
- Mtemeri, Jeofrey (2017) Factors influencing the choice of career pathways among high school students in Midlands Province, Zimbabwe, University of South Africa, Pretoria, <<http://hdl.handle.net/10500/23174>>
- N. Yacoob, M. Osman, S. Bachok Factors Influencing Parents' Decision in Choosing Private Schools Volume 153, 16 October 2014, Pages 242-253
- Nyamwange, J., (2016) Influence of Student's Interest on Career Choice among First Year University Students in Public and Private Universities in Kisii County, Kenya, *Journal of Education and Practice*, v7 n4 p96-102 <https://files.eric.ed.gov/fulltext/EJ1092415.pdf>
- OKIROR JJ, OTABONG D. (2015). Factors Influencing Career Choice Among Undergraduate Students in an African University Context: The Case of Agriculture Students at Makerere. *Journal of Dynamics in Agricultural Research* 2(2):12-20.
- O. Winda, U. H. Nayati, P. Arik (2017) Impact of compensation and career development on job satisfaction and employees performance *Russian Journal of Agricultural and Socio-Economic Sciences* <https://cyberleninka.ru/article/n/impact-of-compensation-and-career-development-on-job-satisfaction-and-employees-performance>

- Panina, S. V.; Arkhipova, S. N.; Parnikova, T. A.; Sergina, E. S.; Sleptsova M. V. Sep. 2020) Student Career Choices before and during Quarantine Measures v8 spec iss 3 Article e711
- Pascual, N. (May 2014) Factors Affecting High School Students' Career Preference: a basis for career planning program., International Journal of Sciences: Basic and Applied Research. <https://www.semanticscholar.org/paper/Factors-affecting-high-school-students'-career-a-Pascual/c0129fec720484da9679374389b37d9fcd97c5a>
- Permana, A., Aima, M., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A & Endri, E. (2021). The effect of compensation and career development on lecturer job satisfaction. *Accounting*, 7(6), 1287-1292.
- Pujilestari, S., Sayuti, M., & Tentama, F. (2021). The influence of parental guidance, group of peers, school promotion, and career information on course preference decision class X SMK Muhammadiyah in Bantul. *Journal of Vocational Educational Studies*, 4(1), pp. 11-27. <https://doi.org/10.12928/joves.v4i1.2073>
- Quino, J.B. (2022). Factors influencing the career preference of senior high school students during pandemic. *International Journal of Arts and Social Science*, 5(3).
- Rounds, J., & Armstrong, P. I. (2014). Integrating values and interests for career counseling. In M. Pope, L. Y. Flores, & P. J. Rottinghaus (Eds.), *The role of values in careers* (pp. 101–113). Charlotte, NC: IAP Information Age Publishing.
- Smith, C. K., & Wood, S. M. (2018). Career counseling for the gifted and talented: A life span development approach. In S. Pfeiffer (Ed.), *Handbook of giftedness in children* (pp. 315- 333). Springer, Cham.
- S.Nawaz, N. Gilani (2011) Relationship of Parental and Peer Attachment Bonds with Career Decision-Making Self-Efficacy among Adolescents and Post Adolescents *Journal of Behavioural Sciences*, Volume 21, Number 1, 2011 <https://www.proquest.com/openview/57db308592b8178197ebd8e8881a30ed/1?pq-origsite=gscholar&cbl=136244>
- Schrum, Dr. Lynne DIMENSIONS AND STRATEGIES FOR ONLINE SUCCESS: VOICES FROM EXPERIENCED EDUCATORS JALN Volume 6, Issue 1 - July 2002 <http://actxelearning.pbworks.com/f/10.1.1.109.3649.pdf>
- Schrum, L., Hong, S. From the Field: Characteristics of Successful Tertiary Online Students and Strategies of Experienced Online Educators. *Education and Information Technologies* 7, 5–16 (2002). <https://doi.org/10.1023/A:1015354423055>
- Stauton, T. (2015), John Holland's Theory Of career Choice- Theories Every Careers Adviser Should Know. <https://runninginaforest.wordpress.com/2015/01/14/john-hollands-theory-of-career-choice-theories-every-careers-adviser-should-know/>
- S.E. Sullivan, M.B. Arthur, The evolution of the boundaryless career concept, *Journal of Vocational Behavior*, 69 (1) (2006), pp. 19-29
- Su, R., Stoll, G., & Rounds, J. (2019). The nature of interests: Toward a unifying theory of trait-state interest dynamics. In C. D. Nye & J. Rounds (Eds.), *Vocational interests in the workplace: Rethinking behavior at work* (pp. 11–38). New York, NY: Routledge.
- Stoll, G., Einarsdóttir, S., Chelsea Song, Q., Ondish, P., Sun, J.-T., & Rounds, J. (2020). The Roles of Personality Traits and Vocational Interests in Explaining What People Want out of Life. *Journal of Research in Personality*, 86, 103939. <https://doi.org/10.1016/j.jrp.2020.103939>
- Stoll, G., Rieger, S., Lüdtke, O., Nagengast, B., Trautwein, U., & Roberts, B. W. (2017). Vocational interests assessed at the end of high school predict life outcomes assessed 10 years later over and above IQ and Big Five personality traits. *Journal of Personality and Social Psychology*, 113, 167–184. <https://doi.org/10.1037/pspp0000117>
- The Handbook of Mentoring at Work: Theory, Research, and Practice, Stacey E. Mcmanus, Joyce E. A. Russel, Kathy E. Kram p. 273
- Trautwein, U., Nagy, G., & Maaz, K. (2011). Soziale Disparitäten und die Öffnung des Sekundarschulsystems [Social disparities and the opening of the secondary school system in Germany – A study of the transition from lower to upper secondary education]. *Zeitschrift für Erziehungswissenschaft*, 14, 445–463. <https://doi.org/10.1007/s11618-011-0220-5>
- University of Maryland Global Campus, Online Classroom Technical Requirements <https://www.umgc.edu/current-students/learning-resources/leo/online-classroom-technical-requirements>
- Wing, C. and Wallach, M. (1971). *College Admissions and the Psychology of Talent*. Holt, Rinehart and Winston, Inc.

- Wool, M. (2022), Compensation and Benefits: Why the right pay and perks still matter? <https://www.betterup.com/blog/compensation-and-benefits>
- Wu, Y. Study Abroad Experience and Career Decision-Making: A Qualitative Study of Chinese Students. *Front Educ China* 15, 313–331 (2020). <https://doi.org/10.1007/s11516-020-00148>
- Vizano, N. A., Sutawidjaya, A. H., Endri, E. (2021) The Effect of Compensation and Career on Turnover Intention: Evidence from Indonesia Volume 8 Issue 1 / Pages.471-478 2288-4637(pISSN) / 2288-4645(eISSN) <https://doi.org/10.13106/jafeb.2021.vol8.no1.471>
- Vautero, J., Silva, A.D., & Do Ceu Taveira, M. (2020). Family influence on undergraduates' career choice implementation. *International Journal for Educational and Vocational Guidance*, 21, p. 551-570. <https://doi.org/10.1007/s10775-020-09453-0>
- Yee Mok, S., Bakac, C., & Froehlich, L. (2020). 'My family's goals are also my goals': the relationship between collectivism, distal utility value, and learning and career goals of international university students in Germany. *International Journal for Educational and Vocational Guidance*, 21, p. 355-378. <https://doi.org/10.1007/s10775-020-09447-y>
- Zhu, F., Fan, S.X., & Zhao, L. (2019). Having entrepreneurial friends and following them? The role of friends' displayed emotions in students' career choice intentions. *Journal of Enterprising Culture*, 27(4), pp. 445-470. <https://doi.org/10.1142/S021849581950016X>